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ABSTRACT

This Leader's Guide prepared for the Salvation Army's Home League aims at helping community groups (particularly those which are church related) recognize the symptoms of child abuse and determine their course of action in preventing such abuse. Six forms of child abuse are cited: physical abuse, physical neglect, emotional abuse, emotional deprivation, verbal assault, and sexual abuse. Lesson outlines include information on how children grow and develop, guidelines for disciplining children, and suggestions for combating pornography. Selected backup materials, such as posters, films, and other aids are described or included, and specific community resources and organizations which provide help are listed. (CS)

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A CHILD IN OUR MIDST --

A Study Course on Keeping Children Safe From Abuse

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Elma Phillipson Cole

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

And He took a child, and set him in the midst of them; and when He had taken him in His arms, he said unto them, Whosoever shall receive one of such children in My name, receiveth Me; and whosoever shall receive Me, receiveth not Me, but Him that sent Me.

Mark 9: 36-37

PS 009911

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120 W. 14TH STREET
NEW YORK, N.Y. 10011

April 18-19, 1978

TO: WAF Commission Seminar Participants

RE: Child Abuse and Pornography

What is our responsibility when we read of thousands of children abused or neglected in our nation each year? Because this social problem has reached epidemic proportions, each one of us must acquaint ourselves with the seriousness of the situation and develop responsible ways to prevent it.

In the following pages are materials to help you do this. There are three program unit outlines, and a selection of back-up materials from The Salvation Army Education for Parenthood curricula and other sources.

A Child in Our Midst was prepared for and tested by The Army's Home League. Other groups, particularly church-related ones, have found it useful. Think about having one group in the church sponsor the course as a church-wide, or community-wide learning experience. We believe you will find it rewarding.

Additional copies of this Guide @ $1.50 are available from:

The Salvation Army
Education for Parenthood
120 West 14th Street
New York, NY 10011

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SOME WORDS FOR THE LEADER

"So much of what's called child abuse and neglect is just plain ignorance and desperation.

"So many parents would do so much better by their children if they just knew how."

The purpose of this Guide is to help community groups, particularly those who are church-related, to counteract the opening quotation. Abusing parents, with rare exceptions, do want help and will use it when appropriately given. And children must be protected.

First, we must learn to recognize the symptoms. Then we must each determine what our role is in helping. Finally, we must build the kind of community service network that will help each child and family ease the strains that produce the problems and find such cures as are possible.

This Leader's Guide includes lesson outlines in three subject areas:

How Children Grow and Develop
Dealing With Feelings
Beyond the Front Door

Your group can give as much or as little time as they wish to each unit. Our experience has been that 1½ hours touches the surface only, but this may be just right in some instances.

Included in the Guide is a selection of support materials for you to draw on. You will think of others, as you move along. Be particularly alert to the daily newspapers including news items, comics, ads, columnists. Use these items to touch off discussion. This helps to bring everyday reality to the group.

Helpful Hints

Always look at a film before you show it to others. Familiarize yourself with the content and develop the points you want the group to watch for. Be sure the projector is working and that you know where the light switches are.

Encourage group members to keep a notebook or scrapbook. This helps pin down their experience in the sessions, and will be a useful resource for future reference. Handouts during the course, newsclips, magazine articles, items of their own choosing can be added.

Some people learn best by talking freely with others. Some do better by talking to themselves in a notebook which is their personal record.

Turn to the community for resource people - Board of Health, Board of Education, American Red Cross, Parents Anonymous, National Foundation/March of Dimes, colleges, universities, professionals in medicine, psychiatry, social work, the police, the library.

Responsibility for planning and general administration should be in one person's hands. That person should be comfortable with the content, open in discussion, free to handle any questions or comments. They should turn to community resources for help in presenting different subjects. This makes the group and the community partners in a critically important subject, and adds immeasurably to the learning experience.

Two litanies are included on pages 44 - 45 of the Resource section of this Guide. You may want to read and discuss these in the Worship part of your group sessions. "Banners and Bonnets", page will make a good song, for it expresses The Army's commitment to "the legion of the lost."

Lt. Colonel Edith A. MacLachlan
April 1978

SECTION ONE

Lesson Outlines

The topics outlined here suggest the content for study and learning about child abuse and neglect. You may think of other ways to do this. Some groups will want to spend more than one session on one topic. The important point is that each group member becomes sensitive to what's happening to our children and determines to do something about it.

What is child abuse? The six recognized forms are: 1) physical abuse; 2) physical neglect; 3) emotional abuse; 4) emotional deprivation; 5) verbal assault; 6) sexual abuse. ✓

In feeling terms, abuse occurs whenever a parent dumps negative feelings such as anger and rage on a child. The assault, whether verbal or physical, is abuse. The child's behavior may trigger it, but it is not the cause!

When does abusive behavior become a problem? When abuse in any form is repeated so that it becomes a pattern of behavior, a parent would be recognized as having an abuse problem.

Why do parents abuse their children?
How has society handled the problem of child abuse in the past?
What are the alternatives?
How can this be accomplished?
What is being done to develop new methods of treatment?

What can the Home League do?

Each member of the Home League should first develop an awareness of child abuse and neglect, to recognize the symptoms. That is a major purpose of the course.

In looking at films and in discussion, you can think about where things went wrong and at which points the Home League members, individually or together, could have been helpful.

A major role is the development of an I CARE commitment. This means being a good neighbor, sensing when someone is in trouble, downcast, defeated, lonely, frustrated with self and life. It means reaching out to be friends, or to be friendly. It means inviting them to attend the Home League, maybe to join. It means being helpful about little chores that bring relief. It may mean baby-sitting, caring for an older child, or staying with a sick relative while the neighbor goes shopping or just gets some time alone. It means knowing where to turn for help for the person who needs help. The Corps Officers are your back-up for this.

You can encourage the Corps to open its doors to welcome outsiders. Be friendly. Isolation and loneliness is a leading cause of child abuse in all of its forms. Offer helpful pastoral counseling that protects privacy.

Give housing to a Parents Anonymous chapter. Provide day care, baby-sitting - particularly during church services, music events, or times when peace and quiet are needed for the enjoyment of the event. Consider being part of a hotline.

Be aware of the magazines, books and newspapers, and the TV and radio shows that pander to sexuality. Protest to the shop or store owner-manager, to commercial sponsors. Your group might want to file a petition with such persons, or with the Court.

Be sure you know the laws about child abuse and pornography in your state and community. Finally, remember:

Who are the victims of child abuse? All of us, for when a child suffers, so do the parents, the brothers and sisters. The whole family suffers when a child is diminished. And too often, an abused child becomes an abusing parent, perpetuating the tragic cycle unless we step in to stop it.

On pages 15 - 40 of this Guide you will find back-up material to help in your thinking. You will also want to read:

SO WHAT'S THE PORNOGRAPHIC MATTER? Perspectives by Letha Scanzoni, Frank Gaehelein, and John Alexander. In The Other Side, A Magazine of Christian Discipleship, Issue 77, Feb. 1978. $1.00 - Box 12236, Philadelphia, Pa. 19144

HOW TO STOP THE PORNO PLAGUE, A Simple, Straightforward Plan That Can Work in Your Community by Neil Gallagher. Bethany Fellowship, Inc., Minneapolis, Minn. 1977 Paperback, $3.50.

EDUCATION FOR PARENTHOOD, A Primary Prevention Strategy for Child Abuse and Neglect. Child Abuse Project, Education Commission for the States, Report No. 93, 1976. 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colo. 80295. $3.50.

Getting Started

The Awareness Exercise on pages 6-7 is an excellent first step, for it will help participants think more specifically about the subject and what they can do about it.

AWARENESS EXERCISE

Please complete the following statements:

1. I feel that people who physically abuse their children a_____

_____

_____

2. I feel that people who sexually abuse their children are_____

_____

_____

3. I feel that people who emotionally abuse their children are_____

_____

_____

4. I can identify an abused child by_____

_____

_____

5. When I see an abused child, my immediate reaction is_____

_____

_____

6. When I talk with a person who has abused a child, my feelings toward that person are_____

_____

7. I feel that a person who abuses a child should be_____

_____

8. My definition of child abuse is_____

_____

9. My definition of pornography is_____

_____

10. Pornography affects children by _____

_____

_____

11. I came to this seminar because _____

_____

_____

12. When I go home I plan to _____

_____

UNIT ONE

HOW YOUNG CHILDREN GROW AND DEVELOP

Objectives

To learn or relearn facts about the growth and development of young children.

To look at the needs of young children as they grow and develop.

To understand that children learn in many ways, including what they are taught and what they see, at home and in the larger community.

To see that each child develops at his own speed.

Resources

Film: BILL AND SUZI: NEW PARENTS

Posters: DIRECTIONS IN DEVELOPMENT
WHAT IS A CHILD?
WE ARE A FAMILY

Community: A pediatrician or an early childhood teacher

To the Leader

In preparation for this class, participants might be asked to observe children or a child - their own, those of relatives, friends, neighbors, or in a group setting. Among the points to notice are the age; physical movement, dexterity; conversation as single words, phrases, sentences; whether they talk to themselves or to each other; the tone of voice used; play alone or with others. This preparation will sensitize the group to the content of the lesson. You may want to duplicate and distribute a selection of materials from pages 26 - 29 of the Resource section of this guide.

Show the Film

BILL AND SUZI: NEW PARENTS: 13 minutes. Young parents bring their infant daughter for examination. They discuss with the pediatrician the baby's needs and care, their feelings about parenthood, the changes parenthood has brought to their lives. Excellent to show how the mother and father relate to each other and the shared care of the baby.

Discussion Starters

Why did Bill and Suzi have Becky? What do you think of the way they react to pregnancy and parenting? What effect may this have on Becky? How do you think they were raised? Why do you think so?

Are child rearing practices today different? Better? Worse? than when you were a child? What makes a "good" family? What composition?

What do you need to know to rear a healthy happy baby? What do you need to do? To feel?

Group Assignment

Divide the group into units of three, four or five persons. Each group should have the poster DIRECTIONS IN DEVELOPMENT. Ask each one to prepare a chart of the child observed, using the elements in the poster: eating, sleeping, body skills, language. This exercise highlights the fact that no child fits the "normal" in all ways.

Encourage the group to draw on their own childhood experiences, for example, when they learned to do different things, what games they played, and what they learned from them.

Divide the group into units of three, four or five persons. Each group should have a copy of the poster WE ARE A FAMILY. Ask each group to decide which family they most prefer, which least, and why.

Conclusion

Summarize the points made. Have a cup of tea.

UNIT TWO

DEALING WITH FEELINGS

Objective

To recognize our own feelings, to understand the causes of stress and to learn ways to deal with ourselves.

Resources

Films: BROKEN EGGS
FRAGILE - HANDLE WITH CARE
WAR OF THE EGGS
CIPHER IN THE SNOW

Posters: Clips from newspapers and magazines; car cards

Community: Parents Anonymous, local chapter

Public Agency identified by law as the one responsible for handling child abuse and neglect matters. This will be either part of the health or welfare department. Each state is required to have this service.

Note to the Leader

What happens to the family when life does not go as planned? Children may be physically or emotionally abused when parents feel that their children are a burden, are more than they can cope with.

There is no one answer as to why people beat or otherwise abuse their children. When parents are under stress, unhappy, pressured with unmet needs, their ability to protect and rear their children is affected. It is important for parents to know when pressures are mounting beyond their ability to deal with them, and to have supports available to help them over the bad times.

Parents should correct improper behavior. How else will the child learn what is appropriate and what is expected? The correction method, however, must be one that will have the hoped-for result.

This area of child rearing is a very sensitive one. People's feelings about what they can and cannot do to their children are very strong. Generally these feelings are the result of their own up-bringing. The leader must be sensitive to all of this so that the group gains, not guilt, but understanding.

You may want to duplicate and distribute a selection of the material on pages 30 - 33 in the Resource section of this Guide.

Show a Film

Select the film that best fits the needs of your group.

FRAGILE - HANDLE WITH CARE: 20 minutes. Three well-presented cases of child abuse.

CIPHER IN THE SNOW: 24 minutes. A child is literally starved to death for lack of affection.

WAR OF THE EGGS: 10 minutes. Set in a hospital where the warring parents and the doctor discuss the injuries to a child; centers on relationships between the husband and wife and their differing value systems.

BROKEN EGGS: 10 minutes. In a classroom setting where a teacher's prized collection of rare eggs is broken by a student.

Discussion

What led up to the situation? Who tried to help? Did they do the right thing? If you knew of such a situation, would you go for help? Where? Why? What can your group do about such situations?

Other Questions

The group members can be asked to write down answers to the following questions. The questions should be given one at a time, followed by a brief discussion of volunteered replies. The purpose is to start a trend of thinking rather than to develop definitions.

- What do I expect from a child? Why did we have each one?
- How was I raised? How was the other parent raised? How does this compare with how I/we propose to raise this child?
- What makes me angry? worried? pressured? frustrated?
- What action do I take in response?
- What pressures are put on me by the people around me and in the community at large? How do I deal with this?
- What help do I need to handle stress? How do I get this help? How can I help others who may be having problems handling stress?
- What to me is the definition, the purpose of discipline? What do I see as the best methods for guiding behavior?

Conclusion

Summarize the points made. Have a cup of tea.

UNIT THREE

BEYOND THE FRONT DOOR

Objective

To recognize some of the ways the community beyond the front door abuses our children.

To identify community resources to counteract child abuse.

To make commitments about what the group individually and collectively will do in the identification, prevention, amelioration of child abuse.

Resources

Parents Anonymous

Local judge or lawyer familiar with laws re pornography

Protective agency, having legal-official responsibility for working with child abuse

Other community-wide groups in this problem area

Points for Discussion

In what ways does pornography aimed at the adult audience affect child abuse?

What are the causes of kiddy porn?

How do we recognize neglect?

How can we tell the difference between discipline (punishment) and physical abuse?

What does this community do about pornography? kiddy porn? neglected children? physically abused children? sexually abused children?

What do we think needs to be done in our community? our church? in the state? nationally?

What do we propose to do about it?

Group Assignment

Divide the group into units of three, four or five persons. Ask them to complete the questionnaire on the following two pages. Pool your responses as a group. Decide on a series of steps you can take. In the Resource section of the Guide are suggestions for combatting pornography.

Conclusion

Summarize. Decide when to have a progress report meeting. Have a cup of tea and cookies.

COMMUNITY ASSESSMENT GUIDE ON CHILD ABUSE AND NEGLECT

1. When a family or a child is in a crisis, who usually gets called in your community?

   During working hours _____

   _____

   After working hours, on weekends, on holidays _____

   _____

2. Which agencies accept referrals for emergency assistance?

   During working hours _____

   _____

   After working hours, on weekends, on holidays _____

   _____

3. What kinds of emergency assistance is available? From whom? _____

   _____

   _____

4. Is there a 24-hour crisis hotline? _____

5. How do families or neighbors know where to go for help? _____

   _____

6. What mechanism is there for being sure that a family gets help?

   _____

   _____

7. From your personal knowledge, what kinds of situations are crises?

   _____

   How many do you know about in a month? _____

   What is your source of this information? _____

   _____

8. List the kinds of service you think your community should have to deal with crisis. Note which are prevention (P) and which treatment (Rx).

9. What barriers do you see in dealing with crisis situations?_____

_____

_____

10. How do you propose to overcome these?_____

_____

_____

11. List the resources in your community that are available for training workshops - to help your group recognize, understand, and be helpful in child abuse and neglect situations.

SECTION TWO

Back-up Material

You may find these materials useful for your own thinking and as possible hand-outs for your group members.

SAMPLE INDICATORS

IDENTIFYING CONDITIONS OF CHILD NEGLECT
West Virginia Department of Welfare

Physical

1. physically abused
2. sexually abused
3. exploited:
   a. excessive responsibilities placed on very young children to care for home and other younger children
   b. overworked beyond physical endurance
   c. forced to beg and steal
   d. forced to sell commodities beyond child's ability to do so
4. malnourished and emaciated
5. failure to receive necessary immunizations
6. suffers chronic illness and lacks essential medical care
7. lacks dental care
8. failure to receive necessary prosthetics, including eyeglasses, hearing aids, etc.
9. failure to receive proper hygiene:
   a. unwashed
   b. unbathed
   c. poor mouth and skin care
10. failure to attend school regularly due to the faults of the parent
11. without supervision
12. left alone for hours and days
13. abandoned

Emotional

1. denied normal experiences that produce feelings of being loved, wanted, secure, and worthy
2. rejected through indifference
3. rejected overtly - left alone, shouted at, blamed for problems, etc.
4. emotional neglect is intangible, but the child's behavior often reveals visible symptoms such as hyperactivity, withdrawal, overeating, fire setting, nervous skin disorders, psychosomatic complaints, autism, suicide attempts, truancy, delinquencies, failure to thrive, aggressiveness, discipline problems, stuttering, enuresis, hypochondriasis, and overprotection.

Material

1. insufficient clothing:
   a. fails to keep child warm and comfortable at home, at school, and at play.
   b. seriously fails to protect the child from the elements of the weather

2. improper clothing:
   a. dirty, smelly, ragged and generally in terrible disrepair
   b. wearing of such clothing usually results in ridicule and harassment from the child's peers
3. filthy living conditions:
   a. garbage and dirt strewn about the house and yard
   b. floor and walls smeared with crusted feces
   c. urine smell permeates house
   d. vermin
   e. soiled bedding and chairs
   f. home conditions in total chaos - no evidence of routine housekeeping
4. inadequate shelter:
   a. cold
   b. overcrowded
   c. makeshift sleeping arrangements
   d. poor lighting
   e. poor ventilation
   f. fire hazards
   g. poor sanitation as a result of inadequate or unrepaired plumbing
   h. other hazardous conditions existing for children such as broken porch and stair railings, etc.
5. insufficient food
6. haphazard meals:
   a. meals which consistently lack nutritional value
   b. steady diet of potato chips, pop, candy, peanut butter, crackers, etc.

Demoralizing Circumstances

1. continuous friction in the home
2. mentally ill parents
3. marital discord
4. immature parents
5. excessive drinking
6. addiction to drugs
7. criminal environment
8. illicit sex relations
9. overly severe control and discipline
10. encouraging delinquencies
11. mental retardation of parents
12. harsh and improper language
13. nonsupport
14. values in the home conflict with society
15. failure to inculcate value system in guidance and care of children (lack of moral training)
16. broken home, divorce, and frequent remarriages
17. failure to offer motivation and stimulation toward learning or receiving an education in keeping with child's ability and intelligence
18. failure to provide healthy, wholesome recreation for family and children
19. failure to individualize children and their needs
20. failure to give constructive discipline for the child's proper development of good character, conduct and habits
21. failure to give good adult example
22. promiscuity and prostitution

CHARACTERISTICS OF NEGLECTING PARENTS
New Jersey Emergency Telephone Service

Neglecting parents often display similar characteristics, which vary by degree. This variance usually determines the severity of the neglect in their situation.

1. Emotional numbness
2. Total lack of positive action
3. No intense personal relationships
4. Unable to tolerate stress or frustration
5. Not able to express anger directly; sulking
6. Craves excitement, movement, and change
7. Manipulative of people
8. Desire to be rid of demands of children
9. Indifference in parental attitude
10. Little parental planning or sharing in decision-making

INDICATORS OF CHILD NEGLECT

There are various characteristics that can describe child neglect in general, but for clarity, neglect can be divided into two subgroups - physical neglect and emotional neglect. These two aspects contribute to each other and rarely occur separately. The following are characteristics that may indicate physical neglect:

1. Malnourished
2. Ill-clad, dirty
3. Overcrowded or unhealthy sleeping conditions
4. Receiving inadequate supervision
5. Totally unsupervised

Many of the above characteristics are also indicative of emotional neglect, along with the following:

1. An insecure child, seemingly withdrawn or aggressive
2. Failure to attend school regularly
3. Constant friction in the home
4. Exposure to unwholesome and demoralizing circumstances
5. Denied normal nurturance

CHARACTERISTICS OF ABUSIVE PARENTS

Child abuse is a pervasive phenomenon, so that potentially abusive parents cannot be indentified by race, ethnic or socio-economic groupings. However, these parents do share certain characteristics which can be identified as forming a pattern of child abuse.

These characteristics and the pattern they form can be summarized as follows:

1. *Most abusive parents were themselves abused as children.*

As a result, they may:

2. *Be immature.*
3. *See themselves as inadequate and worthless, and be unwilling to perceive the child as dependent on them.*

Because of their low self-esteem,

4. *They are easily shattered by criticism or imagined rejection.*

Because of their misperception of the child,

5. *They view the child as a small adult, capable of meeting their needs.*

This leads to a role reversal, in which:

6. *They turn to the child for reassurance.*

A small child is not able to meet their needs. Therefore, the parent's

7. *Low frustration level*

and

8. *Impulsive traits*

cause them to:

9. *Act out their frustrations through violence against the child,*

since

10. *Violence is the only method of expressing their frustrations that they learned when they were abused themselves as children.*

CHARACTERISTICS OF BATTERED CHILDREN

Abused children endure life as if they were alone in a dangerous world, with no real hope of safety. Living in a situation and feeling unprotected, a child tries to protect himself every way he can.

When a child has been injured and brought for treatment, the child usually appears to:

1. *Have no close feelings or affect with parents or other people.*

The child while being treated appears:

2. *Fearful*

and

3. *Quiet*

with

4. *No reaction to pain or expectation of being comforted.*

Having had violent physical contact with adults in the past, the child is often

5. *Wary of physical contact initiated by an adult.*

When admitted to a hospital ward, the battered child:

6. *Seems less afraid than other children and settles in quickly.*

When other children cry, the battered child:

7. *Becomes apprehensive and watches them with curiosity.*

The battered child will also become:

8. *Apprehensive when an adult approaches the crying child.*

While in a new situation the child:

9. *Seems safety in sizing up the situation and being alert for danger.*

Children who have been battered do not behave as typical children do; they

10. *Display many adult-like reactions.*

Adapted from Helping the Battered Child and His Family

The diagnosis of physical abuse should be considered when SOME of the following are present:

When the Parent:

1. Shows evidence of loss of control, or fear of losing control.
2. Presents contradictory history.
3. Projects cause of injury onto a sibling or third party.
4. Has delayed unduly in bringing child in for care.
5. Shows detachment.
6. Reveals inappropriate awareness of seriousness of situation (either overreaction or underreaction).
7. Continues to complain about irrelevant problems unrelated to the injury.
8. Personally is misusing drugs or alcohol.
9. Is disliked, for unknown reasons, by the physician.
10. Presents a history that cannot or does not explain the injury.
11. Gives specific "eye witness" history of abuse.
12. Gives a history of repeated injury.
13. Has no one to "bail" him/her out when "uptight" with the child.
14. Is reluctant to give information.
15. Refuses consent for further diagnostic studies.
16. Hospital "shops".
17. Cannot be located.
18. Is psychotic or psychopathic.
19. Has been reared in a "motherless" atmosphere.
20. Has unrealistic expectations of the child.

When the Child:

1. Has an unexplained injury.
2. Shows evidence of dehydration and/or malnutrition without obvious cause.
3. Has been given inappropriate food, drink, and/or drugs.
4. Shows evidence of overall poor care.
5. Is unusually fearful.
6. Shows evidence of repeated injury.
7. "Takes over" and begins to care for parents' needs.
8. Is seen as "different" or "bad" by the parents.
9. Is indeed different in physical or emotional makeup.
10. Is dressed inappropriately for degree or type of injury.
11. Shows evidence of sexual abuse.
12. Shows evidence of repeated skin injuries.
13. Shows evidence of repeated fractures.
14. Shows characteristic x-ray evidence of changes to long bones.
15. Has injuries that are not mentioned in history.

GUIDELINES FOR RECOGNITION OF CHILD ABUSE AND NEGLECT
Child Health Conference Nurses Resource Manual, VNA of New Haven, Conn.

Clinical Signs of Physical Abuse and Severe Neglect in Children

Professionals responsible for child care and child welfare in the home, school, doctor's office or emergency room should be on the alert for the following:

A. Injuries which are not appropriate for the child's age and maturation level: e.g., fractured extremities or skull in a child not yet walking, burns, etc. (small scars or marks on the extremities which would ordinarily be concealed by clothing may well be secondary to cigarette burns.)

B. Bruises or wounds in various stages of healing, implying repeated exposure to trauma (or repeated injury inflicted), especially in the region of the head or neck.

C. Physical evidence of undernutrition and/or water deprivation: e.g., poor skin tone, abnormalities of mouth and mucous membranes.

D. Overt evidence of neglect of physical needs of young child (presence of more than "surface dirt"): e.g., diapers which are rarely changed; ears, nose and fingernails which are never cleaned, etc.

E. Unexplained tenderness or overt evidence of trauma to the mouth or perineum. In cases of sexual molestation, even a young child may exhibit signs and symptoms of venereal disease. A sexually molested child will almost uniformly deny the true source of injury, especially if a parent was the molester.

Some Characteristics of Abusing Parents

In cases of suspected abuse, an interview with the parents may elicit the following:

A. Lack of emotional response at the time when assistance is being sought for the child. These parents may appear noncommital and unconcerned about the child's condition in the doctor's office or emergency room.

B. Unconvincing explanation of child's injuries, sometimes with marked discrepancies between the history offered and the child's actual condition. If interviewed separately, the parents may give contradictory explanations. Abusive parents often "doctor-shop" and "hospital-shop", seeking aid from a variety of sources in order to avoid detection.

C. Expectations and requirements of a child which are unreasonable in view of his age and maturation level. For example, abusing parents may expect a very young child to follow a rigid and arbitrary feeding, sleep and play schedule, thereby requiring him to meet their needs instead of the reverse. Such behavior reflects emotional unpreparedness to accept the responsibilities and demands of parenthood.

Is the home safe? These guideline questions are not all-inclusive or foolproof. They hopefully will be helpful in determining if a child should be at home.

Using Others

1. Have parents demonstrated both a willingness and an ability to use others in time of need?
2. Are helpful people available to the parents on a 24-hour basis?
3. Are parents developing out-of-home interests?
4. Do the parents have an improved self-image?

The Spouse

1. Is the husband and/or wife able to realize when the partner needs help?
2. Do they do something about it when recognized?

The Crises

1. Does someone know the family well enough to have sufficient contact and knowledge to recognize both immediate and pending crises?
2. Can that person(s) intervene to help when problem is recognized?
3. Are obvious crises resovled: housing, food, in-laws, job, illness, etc.?
4. Are obstacles to getting help minimal, such as - is the phone working, carfare available?

The Child

1. Do the parents see the child as someone "different"? Is the child "different"?
2. Are their expectations of the child realistic?
3. Is the child pleasing to the parents?
4. Can the child be giving? (Can he meet these expectations?)
5. How big is the child?
6. Do they see the child as an individual?

Abstracted from "The Training Key", Professional Standards Division of the International Association of Chiefs of Police

Living Conditions

Officers should consider the child's complete environment and make a particular effort to avoid associating low income with neglect.

Burned-out or condemned buildings should be regarded as unsafe housing.

Unsanitary conditions, such as human and animal waste on the floors, are indicative of neglect.

Lack of heat in the house during winter months is neglect.

Danger of fire from open heating units such as buckets of burning wood or coal should be considered unsafe conditions.

Children sleeping on cold floors or in beds that are dirty, soiled, and wet with human waste are neglected.

Infestation of rodents (rats and mice) demonstrates neglected homes.

Health Hazards

Malnutrition of children is indicated by them being underweight and small in stature.

Although this failure to thrive and grow can be due to a number of medical conditions, most neglected children will appear obviously undernourished.

When undernourishment is considered in light of the environment, it indicates parental neglect.

Officers should also be aware of the condition of the food in the house. Usually there will not be any food for the children to eat, and what food there is will be spoiled.

Medical care provided to the children is an important factor to consider.

The child's failing to thrive may be due to a legitimate medical condition that a doctor is trying to cure.

Neglected children will not be receiving doctor's care.

Emotional Hazards

Children who are continually exposed to vice conditions are considered to be neglected.

They may be subject to sexual assault by patrons of prostitute mothers.

They may be beaten or maltreated by alcoholic or drug-addicted parents.

They may suffer emotionally from family discord.

They may lack proper supervision, resulting in school truancy, for example.

Nonemergency Case

Observe the physical condition of the child.

Consider the attitude of the parents toward him.

Consider the child's general environment, including living conditions and health and moral hazards.

Interview all parties involved including complainants, child, parents, neighbors, relatives, and friends.

Check records of parents for previous child abuse involvement.

Check child's medical history for previous indications of abuse. This may require and inquiry to area hospitals and doctors, as well as determination that old and/or repeated injuries are in different stages of healing.

Evaluate evidence of the abuse to determine of it may continue and endanger the safety of the child.

Record the incident fully and forward the report to the appropriate social agency.

Emergency Case

Remove the child from home if his safety is endangered.

Insure that injured child receives immediate medical attention.

Photograph injuries.

Write complete report of injuries, including physician's remarks.

Collect physical evidence such as instrument used to inflict injuries.

Resume normal investigative actions as outlined in non-emergency cases after emergency conditions have been met.

Also, check child's medical history for previous indications of abuse.

Recognizing Abuse

Several indicators should arouse the suspicions of police and medical personnel pertaining to child abuse. A prime signal is an injury that is inconsistent with the account given by the parent to explain the injury. A typical example of this kind of incongruity would be a report of a child whose hand was "accidentally scalded by hot water." Lacking from the report is any reason why the child did not take the normal action of withdrawing his hand from the water before it was so severely injured. In this instance, it is reasonable to suspect that someone held the child's hand in the water.

Certain characteristic injuries provide other signals. These would include cigarette burns, distended fingers and limbs, and nonaccidental bruising patterns. The shape of an instrument imprinted on the skin is a frequent indicator of child abuse. For instance, when a lamp cord is looped and used as a whip it will leave a loop scar on the child's back.

Cases of child torture are publicized widely when they are discovered. These reports have a memorable impact on the public because of the shocking and depraved nature of the crime. Child torture, however, is a relatively rare form of child abuse. More commonly, the abuse takes the form of severe and frequently repeated beatings that go far beyond any normal need for disciplinary punishment. Police officers should suspect child abuse whenever they encounter a child with repeated injuries, injuries in different stages of healing, or complications arising from old injuries that are not adequately explained by the parent.

Another indicator that should arouse suspicions is the attitude or conduct of the parent. The parent may be purposely vague or evasive when explaining how the "accident" occured. The parent may be reluctant to volunteer information. It has already been noted that the abusive parent frequently takes the child to many different physicians for treatment. If the battered child is taken to a hospital that is located far from his home this could also be an indicator of abuse.

The child's behavior may also arouse suspicions. Statistically, the vast majority of abused children are under three years old. Nearly half of all reported cases involved children under six months old. Abused or neglected children of this age seldom cry. When they do, it is a hopeless, mournful sound that merely accompanies pain and sorrow. The cry is not urgent. It contains no expectation of comfort or relief. Abused children may also be wary of physical contact with adults. Sometimes the child will exhibit extreme fright, reacting to any physical contact with whimpering and attempts to hide. Others show extreme apathy and unresponsiveness.

For Use With Unit One

HOW CHILDREN GROW AND DEVELOP

From Every Child Matters, The Salvation Army Education for Parenthood Program

WHO IS THE NURSERY CHILD?

Because he is like this ...	*... we do this!*
PHYSICAL	
He is little.	Provide equipment suited to his height.
He may not grow at the same rate as other children his age.	Do not expect more of the larger child.
His large muscles are developing.	Provide large crayons, simple handwork.
His vocal muscles are not developed.	Do not require loud singing; choose songs with notes on the staff.
He can do only one thing at a time.	Do not require more.
He is active.	Have a large room; several activities available at the same time.
He is susceptible to disease.	Have a clean, airy room.
His senses are keen.	Provide materials to satisfy the need to see, hear, touch, taste, smell.
MENTAL	
He has a limited vocabulary.	Choose simple stories, use pictures.
He likes repetition.	Choose songs and stories worthy of repetition.
His attention span is short.	Change activity often.
His memory is undependable.	Do not expect him to remember from Sunday to Sunday.
He believes everything he hears.	Tell him the truth.
He does not understand symbolism.	Do not let one object represent another.
He has no sense of time.	Use "long ago" not "fifty years ago".
He learns through the senses.	Provide him opportunities to use them.
He learns by asking questions.	Give him simple, truthful answers.
SOCIAL	
He is dependent.	Give him assistance when he needs it.
He is timid.	Have small groups.
He is self-centered.	Teach him to thank God for what he has, encourage him to share.
He has imaginary playmates.	Do not encourage him to give them up.
He desires attention.	Commend him for doing right.
EMOTIONAL	
He has a sensitive nervous system.	Avoid confusion and noise, choose durable materials.
He is afraid of the unfamiliar.	Provide the familiar (people and objects).
He has many fears.	Avoid stories that cause fear.
He frequently says "no".	Avoid opportunity for saying "no".
He may have temper tantrums.	Try to avoid them, do not let them accomplish their intended purpose.
He needs security.	Visit his home, be regular in your attendance
SPIRITUAL	
He has a hunger for God.	Encourage it.
He has abilities and limitations.	Stay within his spiritual understanding.
He "catches" his religion.	Provide positive experiences, good examples.

WHO IS THE BEGINNER CHILD?

Because he is like this ...	*... we do this!*
PHYSICAL	
He is growing rapidly.	Equipment should fit him.
His large muscles are still developing.	Use large crayons and pictures free from detail.
He has much energy.	Allow him to move from place to place.
His eyes and ears are easily strained.	Have good lighting; speak clearly.
MENTAL	
His vocabulary is limited.	Use words he knows.
His attention span is limited.	Provide variety of activity.
He is creative, imaginative and curious.	Give him interesting materials to experiment with.
He is literal-minded.	Use words that mean exactly what they say, avoid symbolism.
He does what he sees others do.	Live a good example.
He acts upon suggestion.	Suggest doing right, give him opportunities to make choices.
He learns through his senses.	Provide things to see, touch, hear, taste, smell.
SOCIAL	
He is self-centered.	Encourage sharing.
He is more able to play with others.	Provide opportunity for group play.
He is a real conformist.	Set a good example before him.
He wants approval.	Praise him for doing right.
EMOTIONAL	
His emotions are intense.	Have quiet atmosphere. Control your own emotions.
He is sensitive.	Avoid calling attention to his mistakes, be tactful and considerate.
He may become jealous.	Avoid showing favoritism.
He is naturally sympathetic.	Teach sharing with less fortunate.
SPIRITUAL	
He has simple trust in God.	Make God real by pointing out things He has done, use nature materials a lot.
He thinks of God in a personal way.	Relate God to child's everyday experiences. Encourage reverence, gratitude.
He is beginning to see the difference between right and wrong.	Teach that wrongdoing is not pleasing to God.
He can experience real worship.	Provide times of group worship. Be alert to spontaneous worship opportunities.

WHO IS THE PRIMARY CHILD?

Because he is like this ...	*... we do this!*
PHYSICAL	
He is growing unevenly.	Recognize it.
His finer muscles are developing.	Avoid detailed work.
His muscle development makes him restless.	Provide varied activity.
He wants to do rather than watch, likes to construct.	Provide plenty of activities and projects.
He tires easily.	Alternate activity with quietness.
MENTAL	
He is learning to read.	Let him read his workbook.
He likes word and number games.	Provide simple Bible games.
He likes to write.	Let him copy short Bible verses.
His attention span is growing.	Divide hour into longer segments.
He draws false conclusions.	Provide opportunities to reason.
He likes both fact and fancy.	Use both, distinguish between them.
He lives in the present.	Make applications in present.
He is curious.	Answer questions as they arise.
He has a good imagination.	Let him act out stories.
He has a good memory.	Teach short, appropriate Bible verses.
He is literal-minded.	Avoid symbolism.
SOCIAL	
He wants to play with others.	Provide group activities.
He likes to talk.	Talk with him about his interests.LISTEN.
He wants child friendships.	Stimulate interest in children of other cultures, countries, races.
He wants to be grown-up.	Avoid the use of "little".
He likes non-competitive activities.	Provide them (no winners/losers).
He likes the opposite sex.	Have boys and girls in the same class.
He is inclined to be selfish.	Teach him to think of others.
He respects authority.	Live worthy of his respect.
EMOTIONAL	
He is easily excited.	Be calm, provide calm atmosphere.
He may resist personal demands.	Teach obedience.
He may withdraw because of shyness.	Choose work on his level, praise him for accomplishment.
He is impatient.	Use his contributions to class discussions.
He has many fears.	Help him to feel secure.
He can sympathize with others.	Teach him to care for less fortunate.
SPIRITUAL	
He likes Sunday School.	Maintain that attitude.
He has faith in prayer.	Teach him to accept God's answers.
He may be ready to accept Christ.	Lead him to the Lord.
He is curious about death.	Explain it simply.
He is curious about heaven.	Answer his questions as they arise.
He wants to be good.	Teach him that Christ will help him.

DEVELOPMENT OF RELIGIOUS LEARNING

The following chart is over-simplified. It is meant to convey the fact that, as in all other areas of development, children learn most things gradually, by experience, and over an extended period of time. This includes what he is learning about God and the possibility of a personal relationship with God.

AGE LEVEL	RELIGIOUS LEARNING	USUAL RESPONSE	*SUPPORTIVE EXPERIENCES
Very young child (nursery, beginner)	Impressions of a loving, ever-present God and His wonderful world.	Wants to love back. Wonder, reverence, gratitude.	Loving, consistent care, etc.
Primary child	Teaching about Jesus - loving, trusting, sharing, serving, giving.	Wants to be His friend and helper. Wants to please Him.	Opportunities to be friend and helper to a loving adult, etc.
Growing child	How to join and live in God's family. Selected Bible stories-heroes. Growing awareness of own right and wrong actions.	Aspirations, hero worship; desire for forgiveness of individual right and wrong actions.	Adults who provide good models, who are more forgiving than condemning, etc.

*The kinds of experiences that will make religious learning "believeable" when the child is able to understand religious language.

All religious learning begins at the experience level, to which religious language is added. This is true at all age levels.

WHAT TO DO WITH ANGER AFTER YOU ADMIT YOU'RE MAD

Why do we tend to be dishonest about our anger? Everyone is born with the capacity to feel and express anger, yet many of us are reluctant to express it. Anger is a normal human reaction to a stress-producing event, a situation in which one feels their self-esteem is threatened, in which they feel unable to cope, in circumstances of intense conflict and frustration.

If anger is normal why do we control it to the point of hiding it? Many of us have been taught that anger is a forbidden emotion, that it is wrong to express it. We fear retaliation, loss of affection, and we fear pangs of conscience.

To be honest with ourselves about anger sometimes means unlearning past patterns. Anger is generally hard to hide. It shows through tone of voice, facial expression, and such. We must learn to recognize when we are becoming angry, and learn to control it. Talking about it helps.

Anger sometimes appears as physical symptoms, headaches, sleeplessness - and can show itself in persistent behavioral and personality problems. For example: self-punishment; for when one is unable to express anger towards others one turns it back on oneself. Or depression, during which one can be insensitive to the feelings of others as well as one's own emotions.

Families need to talk over what makes them angry and decide what are the best ways to handle such situations. We do best when we acknowledge our anger, look at the situation, and determine what we are going to do about it.

Test yourself with the following AWARENESS - I, I, AND ME exercise.

AWARENESS - I, I, AND ME

I. STRESS:

A. I feel pressure when...

B. I feel worried when...

C. I feel frustrated when...

D. I get mad when...

E. When I feel pressured, I...

F. When I am worried, I...

II. FEAR:

A. Think back - when did you first realize that adults too could be afraid?

B. Did this realization make any difference to your own fears?

C. What did you fear as a young child?

D. WHAT DO YOU FEAR MOST NOW?

E. What are the different ways you dealt/deal with your fears, then and now?

F. How have other people helped you - or made matters worse?

III. ANGER:

A. I get angry when...

B. When I get angry, I...

C. When someone is angry with me, I...

IV. AGGRESSION is an attack. It is also defined as vigorous and forceful behavior.

A. What are examples of acceptable aggression?

B. How does your family feel about agression? Can you remember being punished or rewarded for aggressive behavior?

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"Discipline and Punishment--Where Do You Stand?" by Dr. Willard Abraham. Parent Talk, v1 n7.

*Parent Talk is available monthly, (two articles each month), on an annual subscription basis, to individual parents. (1 year: $6.95; 2 years: $12.50; 3 years: $17.00) Write to Sunshine Press, Box 572, Scottsdale, Arizona 85252. It is also available to preschools and day care centers in quantities for monthly distribution to parents, teachers and aides. Dr. Abraham is the author of Living With Preschoolers, a guide for young parents of today, published by O'Sullivan Woodside and Co., Phoenix, Arizona.

WHY DISCIPLINE?

Why do we need to discipline? There are three very very good reasons.

1. THE WORD OF GOD TELLS US THAT WE SHOULD DISCIPLINE OUR CHILDREN. There are seven verses in the book of Proverbs that talk about discipline and suggest how it should be done. Many people react to the strong language of the Scripture at this point. The important point to remember is that we are to discipline and that spanking is one type of discipline. But it is just one type. There are other methods which should be considered.

   Discipline is necessary and good for children just as it is for us. God disciplines us and for the good of the child we discipline him. Parents learn to bring their own will into submission to God and the child must also learn to bring his own will into submission to his parents. Some have suggested that if parents are faithful in training the child to bring his will into submission to the parents, the child will transfer that submission to Christ as he grows older. We must remember that Scripture says we are to discipline and it also tells us why.

2. WE NEED TO DISCIPLINE A CHILD TO TEACH HIM SELF CONTROL. Self control (acting correctly when parents are not around) does not just happen. It takes work on the part of both parent and child.

3. A third reason that we are to discipline has to do with the child's attitude toward authority. A CHILD MUST LEARN TO RESPECT AND RESPOND TO MANY DIFFERENT AUTHORITIES IN HIS LIFE. The first authority he will meet will be his own parents. Then he meets the public school and Sunday school teachers. He learns to work for people, to respect the laws and governing powers. Romans 13 states that we are to respect the authorities and uphold them. Again, this will not happen unless the child has learned to accept and respect authority in his own home.

Discipline and Encouragement

Quite often children who are overly disciplined or children who misbehave excessively are what we call discouraged children. When a parent disciplines his child he must also continually give encouragement to the child. Some suggest that encouragement is more important than any other aspect of child-rearing. A lack of it may be considered a basic cause for misbehavior.

A child needs continuous encouragement just as a plant needs water. Many of the child training and discipline methods used today discourage the child. In many ways - by our tone of voice and by our actions - we indicate to our children that we consider them unskilled, inept, and even inferior. For example, when a child first tries to feed himself he makes a mess of his face, his bib, his chair, his clothes, and maybe even the parent who is trying to help him. The parent says, "What a terrible mess you're making. I'm going to do it." and in so doing puts a damper on the child's attempt to learn to do something for himself. If this attitude continues on the part of the parents, the child will soon become defeated and discouraged. In effect, the parent is saying that he lacks faith in the child's ability to accomplish something at the present time.

Some parents say, "Wait until you are older." A child therefore learns to doubt his own ability and his own values. He gets to the place where he no longer tries to belong through usefulness and positive contributions. He realizes that he cannot contribute positively so he tries other methods to get what he wants. At this point he may not care what kind of attention he gets or how he achieves it. If it takes misbehaving to get noticed, he misbehaves. This is better than being ignored. A discouraged child will misbehave in order to: 1) get attention; 2) engage in a power struggle with the parents; 3) gain revenge and 4) demonstrate that he is inadequate.

Encouragement is often said to be the foundation stone of rearing children. It is a continuous process whose purpose is to give the child a sense of self-respect and a sense of accomplishment. With proper encouragement the child is less likely to become a discipline problem.

Discipline must be a learning experience for the child. Discipline is teaching! Not retaliation. Three questions have to be asked of parents:

1. Have we been disciplining too much?
2. Have we been disciplining too little?
3. Have we been too inconsistent in our discipline?

Internalized Rules and Regulations

DISCIPLINE AND TRAINING IN THE HOME SHOULD ASSIST THE CHILD TO ESTABLISH A SET OF SOUND VALUES AND PRINCIPLES THAT HE CAN USE TO CONDUCT HIS LIFE. VALUES SHOULD BE INTERNALIZED.

How to Help a Child Internalize Rules and Regulations

1. TEACH THE CHILD TO BE RESPONSIBLE FOR WHAT HE DOES. The blame cannot be placed upon others. If a child fails an exam because he didn't study for it, it isn't the teacher's fault for giving the test or asking difficult questions. If the child doesn't carry out one of the rules of the home and he has to miss his favorite television program, he is responsible for this action and not his parents.

2. THE CHILD HAS TO ACCEPT THE CONSEQUENCES FOR WHAT HE DOES. Allowing children to experience the logical and natural consequences of their actions provides an honest and real learning situation. (This does not include situations which would be dangerous or injurious to the child.) A child who continually forgets to take his lunch to school will quickly learn if he has to go without lunch one day and mother does not bring his lunch to him.

3. LET THE CHILD MAKE CHOICES. Set up situations or give instructions in which the child is able to make a choice between two or three alternatives. This allows the parent to continue to control and lets the child know that he has some voice and choice. "Mary, you can wear the brown or the green dress today. You go ahead and choose."

4. REASONS FOR RULES OR STANDARDS SHOULD BE GIVEN TO THE CHILD WHEN HE IS OLD ENOUGH TO COMPREHEND AND REASON. *But when you give the reason to the child, don't get involved in an argument. You are still the parent and simply sharing with the child "why" he is to do what you have asked. It is difficult for a child to internalize his own value system unless he does know the "why" behind rules and regulations.*

5. TEACH THE CHILD THAT, EVEN THOUGH HE DOES NOT ACCEPT ALL OF THE REASONS GIVEN TO HIM, IT IS BEST FOR HIM AND OTHERS THAT HE OBEY. *He will see the value later on. But at least let him know why he should see it.*

6. *Ask yourself,* DO MY OWN ACTIONS CONTRADICT WHAT I AM TRYING TO TEACH THE CHILD? *If you say, "John, don't ever talk to your mother in that tone of voice," ask yourself, did he learn to do that from hearing me talk to her like that? If you say, "Don't ever lie," does the child hear you bending the truth in any way?*

7. LOVE THEM WHEN YOU DISCIPLINE THEM. *The child is more open to your guidance and assistance when you sit down with him , loving him, after the discipline has been administered.*

Rules

What kind of rules should you give your children? No matter what rules you set down for your children, there are three basic principles that must be followed.

1. *A rule should be definable. If it is well defined, a child knows instantly when he has broken it. It must be so specifically presented that both the child and the parent know what is actually meant by the rule.*

2. *A rule should be reasonable. The rule should actually make the environment more comfortable for the child. When he follows the rule, he is performing a normal, necessary function. Make sure it is a rule the child is capable of following.*

3. *A rule should be enforceable. Whenever a rule is stated, a parent should anticipate that the rule may be broken. Most children like to test rules. If a parent cannot enforce a rule consistently, he cannot expect the child to follow it. How does a parent know whether or not a rule can be enforced? One suggestion is, will you know every time the child breaks the rule without depending upon other people's testimony? A parent must be able to find out easily whether a rule has been broken. (NOTE: We cannot enforce many of the guidelines we teach a child because we are not present when they are broken. This does not mean that these rules should be dropped. A parent will simply have to trust the child and do an adequate job of teaching the rule so that it can be internalized by the child.)*

Basic Principles of Discipline

1. TEACH THE CHILD TO TRUST WHAT YOU SAY. *He must learn that you are the authority. Don't ever lie to the child. Attempt to keep all promises made to the child. If they have to be broken, explain why. Let him know that you realize he is disappointed and so are you and offer a substitute activity to take place as soon as possible. With the knowledge that you care and the substitute activity the child will learn that there are some situations which one cannot control and then the sensible thing to do is make the best of them. In terms of discipline, he must learn that you know what is best for him and you set the rule because it benefits him.*

2. BE CONSISTENT. Parents must agreee to the discipline methods and rules. If a rule is broken once and the child is disciplined and then he receives no discipline the next time he breaks the rule, this is inconsistent and accomplishes very little. Both mother and father should read sufficiently and discuss discipline so they will be in agreement on the rules and methods. A child soon learns who is the easiest to sway.

3. BE PERSISTENT BUT DO NOT NAG. If you ask the child to stop hitting his sister and he does not and you ask him again and again - that is nagging. One person has defined nagging as "reminding a person to do something when we know he hasn't forgotten" and "inefficiency on our part to promote the desired behavior." Persistence means that after you have asked the child once and he doesn't mind you, when you ask him the second time, you move into action. Actions say more than verbal instruction. Move toward the child, place a hand on his shoulder, speak to him softly and directly and he will get the message. Yelling or increasing the volume does not usually help, but it does indicate that the parent is close to or has lost control. In emergencies though, for the sake of safety, you may have to yell loudly.

4. CRITICIZE THE ACT. Let the child know that you still care about and love him even though you don't care for the act that he committed. It is easy to say, "You bad, naughty, wicked child." It is necessary to separate the deed from the doer. You can say, "John, how can you be so stupid to do that? Don't you know better? You're not going to amount to a thing!" Perhaps he will not amount to anything if he hears that often enough.

5. CORRECTION MUST FIT THE CHILD. Each child is an individual and the kind of punishment or suggestions that work with one child may not work with another. One child may react to a tone of voice and another may need direct action or physical guidance. Discipline varies with age as well. It does not mean that you must have different rules for each child in the family, but each child may need some variation in the teaching process.

6. CORRECTION MUST FIT THE SITUATION. It is best if the child can learn from the natural consequences of the situation itself. The discipline should again be a teaching procedure.

7. REMEMBER TO DISCIPLINE IN LOVE.

8. SAY "DO" MORE THAN "DON'T!" Emphasize the positive. Deemphasize the negative. One father said that when he was rearing his three girls he did not criticize them. When they did something wrong he simply asked them, "What happened?" and then, "What else could you have done?" Thus he pointed them to alternatives that they could have chosen and can choose next time. Too many times children hear the negative and criticism far more than the positive. Even when they succeed they fail to hear their behavior reinforced by praise. This is unfortunate. Here are negative words and phrases that tend to discourage children:

"No, wait. You are too little. You'll break that."

"Let me finish that for you. You are too slow."

"What a mess you always make."

"Can't you do anything right?"

There are words and phrases that can help and encourage a child. Most of these are positive. For example, if a child makes a mistake or fails to accomplish something you can say, "Too bad that didn't work out for you" or, "I'm sorry it didn't work out for you." Avoid words that indicate you consider him a failure. When a child finally does a task that he has been working on for a long time, say, "John, that's great. Keep up the good work," not "Well, I see you finally did it, slowpoke!"

Here are some other ways to reinforce correct behavior:

Mother to daughter: "You certainly colored nicely within the lines on that picture. I like to see that kind of neat work."

Father to son: "I appreciate the way in which you have cleaned your room this past week, son. It looks very fine. You're certainly growing up, aren't you?"

Parents, remember, encouragement and praise are more beneficial than criticism and negative comments. Dr. R. Dreikurs says, "When we pay constant attention to mistakes we discourage our children. WE CANNOT BUILD ON WEAKNESS - ONLY ON STRENGTH." Perhaps these two thoughts can assist us.

WHAT ABOUT SPANKING? Here are several principles to follow:

1. Use a warning look first.

2. Use a verbal comment next.

3. If you spank:

   a. be in control of your temper
   b. use it as an emergency measure
   c. use it only for more serious infractions
   d. Your hand is not always the best weapon. Besides, it could hurt you as much as the child. A speaker once relfected, "Hands are for loving. Reserve them for that purpose, and spank with an object." A light board or switch that sounds worse than it hurts may be more effective.
   e. Don't spank on the installment plan. A slight pat may just provoke further disobedience. Some parents spank lightly, then a little harder, harder yet, and on and on until the child behaves. If you spank, make it hard and effective right from the first.

THE DILEMMA OF DISCIPLINE

Agree	Disagree	Statement	Discussion
____	____	1. Letting children experience the consequences of their actions is an effective means of discipline.	
____	____	2. The father in the home actually has more influence upon the children than the mother.	
____	____	3. Parents will never have a clear-cut approach to the discipline of their children until they accept spankings as God's appointed means of discipline.	
____	____	4. Children should be allowed to verbalize or express the bad feelings that they have inside of themselves.	
____	____	5. Parents should demand that their teenagers obey them.	
____	____	6. Children will learn to take responsibility when they are ready to do so.	
____	____	7. Spanking is not the most effective method of discipline.	
____	____	8. An effective means of discipline or training is to reward the child with money for doing the right thing or exhibiting correct behavior.	
____	____	9. Children should be given the reason for having certain rules.	
____	____	10. Discipline is the same as punishment.	
____	____	11. A husband and wife should never disagree with or contradict their partner's method or type of discipline in front of the children.	
____	____	12. Proverbs 22:6 - "Train up a child in the way he should go. Even when he is old he will not depart from it," (NASB) means that no matter what happens eventually a person will return to the Lord if he was taught about Him when he was young.	
____	____	13. It is unrealistic to think that you can reject the child's behavior but still accept the child.	

FOR USE WITH UNIT THREE

HELP FIGHT OBSCENE MATERIAL IN YOUR COMMUNITY

1. Let government officials such as Mayor, Police Chief, City Council and County Commissioners know you want laws to control the dissemination of obscene material enforced.

2. Let the judges and prosecutors know now that you are anxious to see those indicted receive swift trials and the strongest sentences possible when found guilty.

3. You may find these smut merchants are in violation of other community laws or ordinances which might help remove them from your community.

4. When he was running for President, Jimmy Carter's spokesmen promised that he would take a stand on pornography and its role in organized crime: "Thank you for your inquiry about what action Governor Carter intends to take in dealing with the involvement of organized crime in the traffic of pornography. Organized crime - those shadowy figures who control an important segment of narcotics traffic, pornography and gambling in American - should be a high priority target of our crime control efforts, and Governor Carter will make it one starting in January."

   Write now reminding the President of this commitment.

   President Jimmy Carter
   The White House
   Washington, DC 20500

   Also write the Attorney General urging an immediate crackdown on organized crime and the traffic in pornography through vigorous enforcement of federal anti-obscenity laws.

   Judge Griffin Bell
   Attorney General
   Justice Department
   Washington, DC 20500

Magazines, Books, etc. That Offend

Family stores, drug, grocery, etc., should not have publicly displayed materials harmful to children or offensive to the general public. But you must complain if they are to know you are offended.

First contact the local store manager and discuss the situation politely, but firmly. If he appears not to have the authority or desire to remove the material, contact the area manager. Consult the telephone book for phone number and address. Politely explain that you will be forced to trade elsewhere and will urge others to do the same if the situation is not corrected. At your next meeting at church, PTA, civic or social club, report your experience and urge them to take the same action. Do not be intimidated or embarrassed. Many feel as you do. One person may not be able to effect change, but groups can.

You Can Do Something About Television

The local station is ultimately responsible for what they telecast and are concerned with license renewals. They want you to watch their station.

A booklet is available for $2.00 from National Television Advertisers, 3245 Wisconsin Ave., Berwyn, IL 60402 that lists network advertisers and their addresses. You can put this to good use. You can reach local sponsors through the telephone directory.

WHAT....is pornography? Pornography is a cancer attacking moral standards in every community. Obscenity is a national disgrace. The United States Supreme Court has ruled that the determination of obscenity is to be made by applying local community standards. This means that whatever material our community decides it will not tolerate need not be tolerated. The Court has literally said, "Now it's up to you!"

OBJECT..is to uphold our community standards. We must fight the encroachment of pornography and obscenity in our community. Local community standards are the benchmark against which our court system will measure the tolerance level for pornography. We must show that our community standards are NOT dictated by the porno movie operators, the "adult" bookstore owners, nor by the libertine views of the publishers of the magazines. If we want a decent community, decent citizens have to speak out - and loudly.

HOW.....can you help? Get involved! The pen is mightier than the sword - use it! What we desire as our community standards will be gleaned from many sources; from juries, from the judge's own perception of the community in which he sits, from the general tenor of newspaper articles and comments published or telecasted locally, and from the extent and vigor of citizen protest. We urge you to write key people in positions of responsibility, asking and urging their help in eradicating pornography and obscenity in our community.

WHY.....Pornography is a back-room, two million dollar a year business of peddling loveless, peephole sex. Far too much of it falls into the hands of our children and it will increase unless we rise up and put a stop to it. Now is the time to stop the smut peddlers before organized crime becomes more entrenched in our community.

WHO.....are WeCare? A lot of people, of all faiths and political leanings, who are angry that the future of so many of our youngsters is being threatened by obscene materials, and a lot of people who are angry about the fact that our community has become a place where you cannot even take your child to see movies, let him buy a magazine on his own, or open his own mail, and a lot of people who think parents, not smut peddlers, have the right to teach the facts of life to their children - joined together and organized WeCare... and because WeCare, our objectives are:

To serve the community by promoting awareness of obscene and related illicit goods and services.

To inform the public of recent legislative, judicial and community developments regarding so-called "adult entertainment".

To arouse public opinion and bring about a demand for strict enforcement of existing laws and ordinances to curtail pornography and obscenity and related illicit goods and services.

To aid citizens in making their concern effectively known to city, county, state and other officials whose duty it is to promote the general welfare and to protect the public.

To act with every available legal means to achieve our ultimate goal - which is to erdicate obscenity and pornography and to halt the brutalization of our society.

Being firmly convinced that the dissemination and exhibition of obscene materials is detrimental to the physical, mental and spiritual health of humans, particularly the young, I do, by signing my name below, express myself as urging speedy and vigorous prosecution of these cases, and strict sentencing of persons who have been adjudged guilty of violating our obscenity laws.

My signature also indicates that I believe community standards of my county do not permit dissemination and exhibition of obscene materials.

Name	Address	County

SECTION THREE

Worship Service

For your worship service, try reading and discussing one of these litanies, also the scripture quoted on the cover. You might want to sing "Banners and Bonnets", listening thoughtfully to the words.

WE WORSHIP TOGETHER

Leader: Loving God, you have made us members of your family, and have also set us in human families. We name now in silence all those whom we have counted as family.....For parents, brothers, sisters, and all the wider family whose love sustained us in childhood,

People: We give you thanks.

Leader: For the joy of love freely given, and for the daily encouragement of those who know us best,

People: We give you thanks.

Leader: For the fresh perceptions of children, and for the seasoned judgment of age,

People: We give you thanks.

Leader: When preoccupation, complacence, or prejudice makes us deaf to the needs of other family members,

People: Prod us to listen.

Leader: When in love our parents or our children challenge or criticize us,

People: Keep us from self-righteousness, but open our minds to their concern.

Leader: When we are tired and anxious with the care of the old, the ill, or the handicapped in our family,

People: Renew our patience and our hope.

Leader: When bitter words, disappointed hopes, or indifference threaten family ties,

People: Help us to forgive hurts and to build relationships anew.

Leader: When our family life is changed by adversity, by illness, by the adulthood of children, by retirement,

People: Make us confident, knowing that love and trust need not change.

Leader: When we feel alone, separated from those we call family by death, distance, or estrangement,

People: Comfort us with your presence, and show us new channels for love.

O God, you love us more wisely, nurture us more faithfully, than any mother or father could. Through our families, and through the community of faith, teach us to live as your children, through Jesus Christ your son.

Amen.

LITANY OF YOUTH

Leader: *O God, who through thy Spirit in the young Carpenter of Nazareth hast changed the face of the world and in every age dost call the fresh vigor of new life to thy service, we pray thee for the youth of our generation.*

People: *We beseech thee to hear us, O Lord.*

Leader: *What the elders have by their sin put out of order and by their niggardliness have refused to help, strengthen the new generation with wisdom to cure and with righteousness to establish.*

People: *We beseech thee to hear us, O Lord.*

Leader: *Guard the character of our youth and preserve their integrity against the day of thy call to service. Now in the springtime of their years may they not strip blossoms from their trees to make transient garlands of pleasure, only to find when autumn comes that there is no fruit.*

People: *We beseech thee to hear us, O Lord.*

Leader: *From flippancy and cynicism, from deadening unbelief and purposeless living, from vulgar tastes and sensual deeds,*

People: *Good Lord, deliver them.*

Leader: *From mistaking license for liberty, from surrender to the tyranny of undisciplined desires, from the slavery of habits which, free to begin, they are not free to stop,*

People: *Good Lord, deliver them.*

Leader: *We praise thee for the zest and radiance of youth and for the untamed hopes with which the young continually refresh the earth, and since old customs, grown too old, corrupt the world, use thou in our time their undimmed eyes to see and their undiscouraged vigor to achieve thy will.*

People: *Lord, have mercy upon us and grant us this blessing.*

Leader: *Enlist their unbroken strength in service of the commonweal; temper their recklessness into moral courage; out of their youthful spirit of daring bring the maturity of independent minds and venturesome endeavors; and so lead them from youth to age that, undishonored and unashamed, they may transmit to their children a better world than ours.*

People: *Lord, have mercy upon us and grant us this blessing.*

Amen.

The following music, "Banners and Bonnets," by Meredith Wilson, copyright 1952 by Plymouth Music Co., Inc., New York, is not available for ERIC reproduction.

SECTION FOUR

Everyday Resources

Use comic strips, advice columns, news stories to start your thinking. Or a favored poem. An official pronouncement. The following are examples.

Following articles contain copyrighted material and are not available for ERIC reproduction:

"It's OK, Everybody Does It," by Ann Landers, Daily News, July 15, 1976.

"Attention: Parents," by Ann Landers, Daily News, March 9, 1978.

"Peanuts," March 18, 1978.

"Bar Group Debates Pornography and Effects That It Has on Society," by Nathaniel Sheppard, Jr. New York Times, Oct. 30, 1977.

"Ching Chow," Oct. 14, 1975.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with ridicule,
he learns to be shy.
If a child lives with shame,
he learns to feel guilty.
If a child lives with tolerance,
he learns to be patient.
If a child lives with encouragement,
he learns confidence.
If a child lives with praise,
he learns to appreciate.
If a child lives with fairness,
he learns justice.
If a child lives with security,
he learns to have faith.
If a child lives with approval,
he learns to like himself.
If a child lives with acceptance and friendship,
he learns to find love in the world.

-- Dorothy Law Nolte

A POSITION STATEMENT

The Salvation Army's Position on Pornography

The Salvation Army, concerned that the dignity of mankind should be preserved, deplores the increasing pornography infecting books, magazines and newspapers, and the pornography and blasphemy infecting theaters, cinemas, radio and television.

The Salvation Army believes that its attitude reflects widespread feeling against blasphemy and the commercialization of sex in ways which ensure financial gain for the exploiters and the creation of false values in the lives of the exploited.

The Salvation Army maintains its stand against evils which threaten the quality of personal and national character and seeks to arouse public conscience against such evils.

The Salvation Army wholeheartedly supports the proper education of the young on matters relating to the sanctity of right human relationships based on the teaching of Christ.

Above all, The Salvation Army believes that the wholesomeness of society depends upon the conversion of men and women everywhere to the Christian way of life in which high standards of morality are established.

Issued by International Headquarters
London, England
March, 1974

SECTION FIVE

It Pays to Advertise

Advertise your plans. The following pages can be made into posters of whatever size and color suits your group.

Being a parent is one of the toughest jobs in the world.

Everyday pressures can become unbearable. Sometimes you may strike out at someone you love—your child perhaps. We're here to help.

For Guidance call

THE SALVATION ARMY

There are two victims of child abuse and neglect.

1. The child.
2. The parent.
Both need help.

THE SALVATION ARMY

invites you to a series of discussion groups to learn how

to keep children safe

Place:_____

Date:_____ Time:_____

THEY ARE HURTING!

Parents—are you...

- ☐ under a great deal of stress?
- ☐ unable to handle Day-to-Day problems?
- ☐ do you often lose control of your children?
- ☐ do you have a feeling of hopelessness and of being alone?

LEAN ON US FOR A WHILE

The Central Brooklyn Committee on Youth & Family Services
and
The Wiltwyck School
The Bedford-Stuyvesant Family Services Program
call our emergency help line

638-9100

OUR PHONES ARE OPEN 7 DAYS A WEEK—24 HOURS A DAY.

Services are Free and Confidential

YOUR CONCERNS ARE OUR CONCERNS

Child Abuse and Neglect!

THERE ARE TWO VICTIMS -
THE CHILD AND THE PARENT
AND BOTH NEED HELP!

The Salvation Army Women's Home League invites you to a series of discussion groups to learn how to keep children safe.

We will learn together how children grow and develop--what makes them tick!

What happens when the everyday pressures become too great?

What can I do about it?

Many parents need someone to turn to--
someone who understands--
someone who will listen and try to help--

Will YOU learn to be that SOMEONE!

DATE:

PLACE:

TIME:

SECTION SIX

Where to Get Help

Where to rent, buy, borrow films and other aids - those suggested for this course, and others.

NAME: FRAGILE: HANDLE WITH CARE*

Subject Matter: The film opens with a long scene of a hearse driving slowly through a cemetery. The narrator (Bill Cosby) talks about children, their needs, their frailty. Family and friends gather by the side of a very small grave next to a tiny coffin. We hear the mother's voice describing the circumstances which led to the child's death, and the subject of child abuse is introduced.

The second story is about a 2 to 3-year-old boy whose father "over-disciplined" him. "I want my boys to be men."

A young woman, a single parent, explodes with anger at her 11 or 12-year-old daughter and beats her savagely. In talking through her problems with a social worker, it evolves that her anger springs from her frustration at her circumstances, and from her reaction against her domineering father. Therapy puts her on the road to restoring her relationship with her daughter.

Producer: International Order of Foresters, Florence Hallum Child Abuse Fund, 100 Border Ave., Solana Beach, CA 92078

Description: 16 mm.; color; 26 min.

Year Produced: 1974

Rental/Purchase Cost: Loan without charge from the producer

NAME: BILL AND SUZI: NEW PARENTS*

Subject Matter: Deals with how a young couple's lives are affected by becoming first time parents. They discuss their feelings with the pediatrician during the check-up of their infant daughter. Excellent to show how the mother and father relate to each other and the shared care of the baby.

Producer: Education Development Center, Exploring Childhood Program, 55 Chapel Street, Newton, MA 02160

Description: 16 mm; b/w; 13 min.

Year Produced: 1973

Purchase Cost: $145 from the producer. May be rented.

*16 mm. projector needed.

NAME: WAR OF THE EGGS*

Subject Matter: A young, middle-class couple (played by well-known professionals) with a troubled marriage has broken into an ugly fight over the burning of the breakfast eggs. The shouting makes their 2-year-old son cry hysterically, and the enraged mother shoves him down a flight of stairs, critically injuring the boy. The film opens in the emergency room of a hospital, where the parents have taken him for treatment. While waiting for the child to undergo surgery, the couple is confronted by a physician who probes the cause of the injuries. They initially seek to disguise their complex, severe personal and marital problems, but eventually the wife's unhappy childhood and the husband's rigid personality are exposed. They accept responsibility for harming their son and recognize their need for professional help in overcoming the destructive elements in themselves and their relationship which have resulted in abusive behavior to the child.

Producer: Paulist Productions

Distributor: Association/Sterling Films, 600 Grand Ave., Ridgefield, NJ 07657

Description: 16 mm.; color or b/w; 26½ min.

Year Produced: 1971

Rental/Purchase Cost: Rental: color $18.95/day; b/w $12.95/day from the distributor.

NAME: CIPHER IN THE SNOW*

Subject Matter: A story of emotional neglect - a young boy who is literally emotionally starved to death. No one ever really saw, even the teacher he described as "favorite"!

Producer: Brigham Young University, Media Marketing W170 STAD, Provo, Utah 84602

Description: 16 mm.; color; 24 min.

Rental/Purchase Cost: Rental: $14--Purchase: $265

*16 mm sound projector needed

NAME: BROKEN EGGS*

Subject Matter: This film captures an unhappy incident at a pre-school when the children flout the authority of a student teacher and crush some prized special eggs. Shows the student's upset reaction and how she dealt with it.

Producer: Education Development Center, Exploring Childhood Program, 55 Chapel Street, Newton, MA 02160

Description: 16 mm.; color; 10 min.

Year Produced: 1973

Purchase Cost: $130 from the producer. May be rented.

NAME: CHILDREN IN CRISIS - filmstrips**

Subject Matter: This five-part general awareness series discusses child abuse and neglect under the following categories:

1. A Crippling Disease
2. Discipline versus Abuse
3. Who is the Abuser...Who the Abused?
4. How Can We Tell?
5. Treatment and Prevention

Commentary for the five filmstrips was prepared by Vincent J. Fontana, M.D.

Producer: Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017

Description: Filmstrip with 12" LP record, or with cassettes; color

Year Produced: 1975

Purchase Cost: $58 for cassettes; $49 for 33 1/3 RPM record - from the producer.

* 16 mm. sound projector needed

** Dukane projector needed

NAME: DIRECTIONS IN DEVELOPMENT

Subject Matter: With photos and text, traces the growth of the child from infancy through primary school age in five developmental areas: games, relating to others, language, daily activities, and body skills.

Producer: Education Development Center, Exploring Childhood Program, 55 Chapel Street, Newton, MA 02160

Size: 4' x 3'

Purchase Cost: $5.20

NAME: WE ARE A FAMILY

Subject Matter: It is difficult to imagine the family as anything other than the prevalent image: mother, father, two and one-half children, dog, cat, canary. In fact, most people do not come from this kind of family. This poster portrays a range of family structures in order to broaden thinking about the concept of the family.

Producer: Education Development Center

Size: 42" x 37"

Purchase Cost: $5.20

NAME: WHAT IS A CHILD?

Subject Matter: This photo essay on the child's world uses words and images to evoke the feelings, needs, experiences and abilities that make childhood a special time of being and becoming.

Producer: Education Development Center

Size: 2' x 3'

Purchase Cost: $3.30

COMMUNITY RESOURCES TO UTILIZE

The following is a partial list of resource agencies, schools and institutions that are likely to have offices in each locale, and offer useful information and often the possibility of guest speakers.

1. Affiliate of the Day Care and Child Development Council of America, Inc.
2. Affiliate of the National Association for the Education of Young Children
3. Representatives from the Bureau of Child Welfare or the American Society for the Prevention of Cruelty to Children (ASPCC)
4. Local chapter of 4-C: Community Coordinated Child Care
5. Schools, colleges, and universities (particularly departments of Community Health Education, Marriage and Family, Human Development or Human Ecology, Sociology, Psychology, or Child Development.)
6. Public health nurses, school nurses, and nursing organizations
7. Child and general psychiatrists, psychologists, and their associations
8. Pediatricians and/or pediatric societies
9. Staffs of local day care centers or other child care programs
10. Schools for children with special needs
11. March of Dimes
12. Representatives of the Department of Public Assistance
13. Community health educators or outreach workers from a local hospital
14. The Mental Health Association
15. Staff at the child guidance clinic
16. Training staff of the Planned Parenthood Association
17. The Family Service Association (FSAA) or other family counseling center
18. Representatives of the state or city department of health
19. Affiliate of the Association for the Help of Retarded Children
20. Affiliate of the Federation of the Handicapped, Inc.
21. Office designated officially for child abuse and neglect cases
22. Chapter of Parents Anonymous
23. Junior League

ORGANIZATIONS FOR INFORMATION ON CHILD DEVELOPMENT AND CHILD ABUSE

American Humane Association
Children's Division
5351 South Roslyn Street
Englewood, Colo. 80201

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Bank Street College of Education
610 West 112th Street
New York, NY 10025

Child Welfare League of America
67 Irving Place
New York, NY 10003

Day Care & Child Development Council of America, Inc.
1401 K Street, N.W.
Washington, DC 20005

Merrill-Palmer Institute of Human Development and Family Life
71 East Ferry Avenue
Detroit, MI 48202

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue, N.W.
Washington, DC 20009

National Committee for the Prevention of Child Abuse
Box 2866
Chicago, IL 60690

New York City Agency for Child Development
Human Resources Administration
240 Church Street, Room 313
New York, NY 10013

-OR-

the local Welfare Department

Office of Child Development, HEW
National Center for Child Advocacy
Administration for Children, Youth, and Families
P. O. Box 1182
Washington, DC 20013

Parents Anonymous, Inc.
2810 Artesia Blvd.
Redondo Beach, CA 90278

SUPPLIERS OF MATERIALS

Argus Communications
7440 Natchez Avenue
Niles, IL 60648

Association/Sterling Films
600 Grand Avenue
Ridgefield, NJ 07657

Avon Books
959 Eighth Avenue
New York, NY 10019

Bell Records
1776 Broadway
New York, NY 10019

California Children's Home Society
Public Relations Department
3100 West Adams Blvd.
Los Angeles, CA 90018

Channing L. Bete, Co.
45 Federal Street
Greenfield, MA 01301

Brigham Young University
Media Marketing, W-STAD
Provo, Utah 84602

Education Development Center
Exploring Childhood Program
55 Chapel Street
Newton, MA 02160

Guidance Associates
Division Harcourt-Brace-Jovanovich
41 Washington Avenue
Pleasantville, NY 10570

International Order of Foresters
Florence Hallum Child Abuse Fund
100 Border Avenue, Suite B
Solana Beach, CA 92075

McGraw-Hill Film Rental
Eastern Office
Princeton Road
Hightstown, NJ 08520

National Foundation/March of Dimes
Box 2000
White Plains, NY 10602

Parents Anonymous
2810 Artesia Blvd.
Redondo Beach, CA 90278

Parents' Magazine Enterprises
52 Vanderbilt Avenue
New York, NY 10017

Perennial Education, Inc.
1825 Willow Road
Northfield, IL 60093

Planned Parenthood/World Population
810 Seventh Avenue
New York, NY 10019

Public Affairs Committee
381 Park Avenue South
New York, NY 10016

Sutherland Learning Associates
8425 West Third Street
Los Angeles, CA 90048

USEFUL RESOURCES FOR LEADER

FOR BACKGROUND READING AND CLASS PREPARATION

Some are excellent handouts.

GENERAL REFERENCE - THEORY

Bettelheim, Bruno. Love is Not Enough. The Free Press, Glencoe, IL, 1950.

Dodson, Fitzhugh. How to Father. Signet.
How to Parent. Signet.

Erikson, Erik H. Childhood and Society. 2nd edition, W. Norton & Co., New York, 1963.

Holt, John. How Children Fail. Dell, 1964.
How Children Learn. Dell, 1967.

Montessori, Marie. The Secret of Childhood. Ballantine Books.

Piaget, Jean. Developmental Psychology.

Simon, S. B., Howe, L. W., and Kirschenbaum, H. Values Clarification. Hart Publishing Co., New Yor, 1972.

PRACTICAL ISSUES

Dobson, James. Dare to Discipline. Regal Books.

Galambos, Jeanette W. A Guide to Discipline. NAEYC, Washington, DC, 1969.

Child Study Association of America. When Children Ask About Sex. Child Study Press, New York, 1974.

RELIGION AND PARENTHOOD

Brandt, Henry R. and Dowdy, Homer E. Building a Christian Home. Scripture Press.

Cooper, W. Melville and Williams, H. Morgan. Toward Christian Marriage. Inter-Varsity Press.

Fox, Emmet. The Child's Approach to Religion. Harper & Row, New York, 1945.

Goldman, Ronald. Readiness for Religion. Seabury Press, 1965.

Guernsey, Dennis. Dare to Discipline. Learning/Discussion Guide. Gospel Light Publications.

Hern, Virginia, ed. What They Did Right. Tyndale, 1974.

Narramore, Clyde M. Zondervan Publishing House booklets:
"Improving Your Self-Confidence"
"The Unmarried Woman"
"Discipline in the Christian Home"
"Young Children And Their Problems"
"A Christian View of Birth Control"
"Is Your Child Gifted?"
"The Mature Years"
"How to Begin and Improve Family Devotions"
"Help! I'm A Parent"

Nelson, C. Ellis. Where Faith Begins. John Knox Press, Richmond, VA, 1967.

Scanzoni, Leitha and Hardesty, Nancy. All We're Meant to Be. Word Books, Waco, Texas.

Schaeffer, Edith. What Is a Family? Fleming H. Revell Co., Old Tappan, NY

Westerhoff, John H. Values for Tomorrow's Children: An Alternative Future for Education in the Church. Pilgrim Press, Philadelphia, 1973.

The Family That Makes It. Victor Books.

What Does The Salvation Army Say...? Clifton Salvationist Publishing and Supplies, Judd Street, Kings Cross, London WC 1.

Laity, Lt. Colonel Edward. The Christian Home. The Salvation Army, 1977.

"How to Raise Your Children For Christ." Moody Monthly. June, 1976. 820 N. LaSalle Street, Chicago, IL 60610. 75 cents.

WHO ARE YOU?

Simon, Sidney. I Am Loveable and Capable. Argus Communications, Niles, IL. Pamphlet. A modern allegory of the classic put-down. Geared to teenagers; useful for all ages. Excellent. Good handout.

Powell, John. Why Am I Afraid to Tell You Who I Am? Argus Communications., 1969. Good handout.

"As You Grow Up". Channing L. Bete Co., Greenfield, MA. A 16-page scriptographic booklet comfortably and explicitly diagramming physical changes in boys and in girls. Good handout.

Withers, Bill. Lean On Me. Sussex Records. Phonograph recording. Discussion starter on values indicators, relationships, interdependence, helping each other.

"Free to Be...You and Me". Marlo Thomas and friends. Bell Records, div. Columbia Pictures, New York. With paperback, Free To Be...You and Me, McGraw-Hill.

CHILDREN

Exploring Childhood, a curriculum produced by the Education Development Center, 55 Chapel St., Newton, MA 02160, includes films, posters, guides. Read their catalog for overview.

"Be Good to Your Baby Before It Is Born". National Foundation/March of Dimes pamphlet. Also available in Spanish. Good handout.

"So You're Going to Have a Baby?" Channing L. Bete Co., Greenfield, MA. Useful. Good handout; 16-page scriptographic booklet.

Fraiberg, Selma. The Magic Years. Charles Scribner & Sons, New York, 1959.

Filmstrips packaged with sound tapes, texts, and discussion guides from Parents' Magazine, 52 Vanderbilt Ave., New York, NY 10017:

"Development of Feelings in Children" - Four units: How feelings grow; How to deal with fear; Love and joy; Anger and sadness.

"Everyday Problems of Young Children" - Five units: When children disobey; When children are aggressive; When children do worrisome things; When children are afraid; When children begin school.

"The Economics of Parenthood" - Five units: Guidelines for handling the financial responsibilities of family life - budgeting, medical expense, insurance, buying or renting.

FAMILY AND ENVIRONMENT

Faber, A. and Mazlish, E. Liberated Parents/Liberated Children. Avon, New York. An excellent, easy-to-read and understand book of practical helps to family living.

"What's a Family?" Channing L. Bete Co., Greenfield, MA. A 16-page scriptographic booklet. Good handout.